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EDUCATION WEEK

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'Perestroika'

Kirsten Goldberg/Education Week

Opening day at Moscow School No. 6, where reform experiments are under way. Story on page 10.

Contracts for Kindergarten

Milwaukee Schools Launch Novel 'Prototype'

By Deborah L. Gold

In a program being hailed as a model collaborative venture between the education and child-care sectors, the Milwaukee public schools have contracted with five private day-care centers to provide half- and full-day kindergarten for disadvantaged 4- and 5-year-olds.

Faced with a shortage of space and growing pressure to offer child care and education in one setting, the district last month placed public-school teachers at the day-care sites to work with personnel there to provide both services. About 180 children are enrolled in the program.

According to a study of public-school early-childhood programs conducted by the Bank Street College of Education and Wel-

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Milwaukee Public Schools

Supt. Robert S. Peterkin with pupil.

Publishers Probe Text Warehouses After Scandals

15-State System Called 'A Dinosaur' by Critics

By Robert Rothman

Stung by million-dollar losses, a group of textbook publishers is pressing for reforms in the book-depository system, which some critics have labeled a wasteful relic of "horse-and-buggy days."

The publishers' task force, which is expected to report to state textbook directors next year, could recommend the first changes in decades in the system, which in 15 states requires storage of textbooks in a central location before they are distributed to districts.

The task force was created in the wake of scandals involving privately owned depository firms in Texas and Utah. The incidents cost publishers millions of dollars and resulted in litigation and changes in the two states' book-distribution practices.

Until those recent cases, the depositories—in most instances, private firms that contract with publishers to store state-adopted textbooks and distribute them to districts—have remained virtually unchanged since they were created in the early part of the century, observers say.

States at that time ordered publishers to use the facilities to ease shipping difficulties and ensure that textbooks remained available to remote schools.

But some researchers argue that the growth in the publishing industry and improvements in transportation have turned the depositories into "dinosaurs" that drive up the cost of books by requiring publishers to pay unnecessary warehousing costs.

"Why would anyone need such a thing in the days of the United Parcel Service and Express Mail?" asked Arthur Woodward, research associate in the graduate school of education and human development at the University of Rochester.

Despite such criticism, the publishers are

Continued on Page 15

City Chiefs Eye Teacher Issues in Funding Context

By William Snider

TOLEDO, OHIO—Using terms popularized by teachers, urban superintendents and school-board members say they are well aware of the need to reform teaching and administration in their districts.

But they insist that inadequate funding remains a formidable obstacle to achieving widespread change.

As the top leaders from some 40 of the nation's largest urban districts met here this month, phrases such as "decentralized decisionmaking" and "teacher empowerment" echoed through their workshops.

Many of the participants' wish lists for professionalizing teaching included higher

Continued on Page 20

N.E.A. 'Strategic' Planners See Structural Change as Possibility

By Blake Rodman

WASHINGTON—Leaders of the National Education Association and its state affiliates met behind closed doors here late last month to ponder a number of issues critical to the union's future policies and structure, and to work on a "strategic plan" that will guide the organization over the course of the next decade.

It was the first time the N.E.A. had called together such a large and wide-ranging group specifically to "brainstorm" on the future of the organization.

Roughly 320 leaders took part in the deliberations. They included the N.E.A.'s executive committee and board of directors, the presidents, vice presidents, secretary-treasurers, and executive directors of its state affiliates, and other union "stakeholders."

"We thought it was important to involve a wide range of the folks at the various levels of the organization in this planning," said Robert F. Chase, a member of the N.E.A.'s nine-member executive committee.

The meeting was a key component of a formal process the executive committee initiated just over a year ago to develop the plan, which officials say will ultimately include a brief mission statement and a number of "strategic objectives" for carrying out the union's vision.

The mission statement will be the first one that the N.E.A. has drafted since 1857, the year the association was chartered, according to Gary Watts, the union's assistant executive director for governance and policy development.

Continued on Page 20

Steroids: Few Demanding That High-School Athletes 'Just Say No'

National Federation of State High Schools

Many are buying black-market drugs.

By Ellen Flax

Although many educators acknowledge that a growing number of high-school students are using steroids and other growth-enhancing drugs, few education organizations are prepared to mount a campaign against their abuse.

Unlike Ben Johnson, the Canadian sprinter who lost his gold medal at the Seoul Olympics after testing positive for steroid use, virtually all high-school athletes can successfully compete using these potentially harmful substances without the threat of being penalized or disqualified from competition.

Despite a growing body of medical evidence that suggests that steroids cause irreparable harm, groups representing teachers, administrators, school-board members, physical educators, and state activities associations have neither called for a ban on these drugs nor initiated programs specifically devoted to eliminating their use.

"It's simply a can of worms that high schools aren't prepared to deal with—economically, professionally, or medically," said Harry Edwards, a professor of sociology at the University of California at Berkeley and an expert on amateur sports. "Everybody knows and everybody feels that someone does it, but not on my team."

Although few statistics exist on the rate of steroid use among teenagers, experts believe that the problem is growing. As competition for college scholarships grows more acute, they say, more high-school athletes

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Also in the news

7 Catholic Schools Threatened
In Detroit, "a state of shock" has followed the abrupt diocesan announcement that a third of the city's parishes will be closed.

12 'Choice' Becomes a Weapon
An accountability plan in New York would let parents transfer their children from "unsound" schools at state expense.

17 'Sovereign Immunity' Tested
The U.S. Supreme Court will decide whether the doctrine can shield states against special-education lawsuits.

IN SUMMARY

'YES' to America
In the Presidential race, George Bush proposed a volunteer program, dubbed Youth Engaged in Service to America, while Michael Dukakis outlined a $15-million plan for science teaching. **Page 5.**

School-Based Reform Network
A new computer network will enable teachers from 50 schools and research centers across the country to share ideas and concerns about school-based reform and restructuring. **Page 5.**

Boning Up on the S.A.T.
One high-school student in nine uses outside coaching courses to prepare for the Scholastic Aptitude Test, and most of those who do find them helpful, the College Board reports. **Page 6.**

Developing 'Human Capital'
A coalition of business and higher-education leaders has called for efforts to revitalize education and help American workers develop the skills needed to compete in the world economy. **Page 7.**

School-Finance Reform
Officials in Texas and Montana have put forward finance-reform proposals that are intended to equalize the revenues of school districts throughout their states. **Page 13.**

Key Bills in Doubt
As the Congress neared the end of its 1988 session, pre-election political maneuvering left the fate of day-care, parental-leave, and drug-education legislation uncertain. **Page 16.**

Banking on New Technology
The Bank Street College of Education in New York has been awarded a $4.9-million federal grant to create a new national Center on Technology in Education. **Page 17.**

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ACROSS THE NATION

STATES

Kentucky District Avoids Takeover For Academic Bankruptcy

The Floyd County, Ky., school system has convinced the state board of education not to take it over on account of academic bankruptcy.

The board dropped plans to assume control of the district after hearing testimony from its new superintendent, school-board members, and parents about the progress being made, officials said.

The district, which state officials said had corrected 81 of 172 problem areas, volunteered to undergo a curriculum audit as part of a new pilot project of the education department. It also will be subject to continued close monitoring by state officials, said Gordon Nichols, an agency spokesman.

The state board voted in July to assume control of the financial affairs of neighboring Pike County, under a 1985 law authorizing state takeovers. Floyd County would have been the first to have the state assume control of all district operations because of its poor instructional programs.

■ **A massive solid-waste dump proposed to be built near Edgemont, S.D., could provide a financial windfall to local schools.**

The proposal faces opposition, however, from Gov. George Mickelson, who worries his state could become the nation's waste dump.

Hunter S. Swanson, a businessman from Golden, Colo., has promised to give Edgemont $1 for each ton of garbage buried in the landfill. The project, which would accept waste from cities across the nation, could hold up to a million tons of garbage..

Town officials would split the payments equally with the local school board. They have embraced the project, Mr. Swanson said.

DISTRICTS

New Haven To Suspend or Expel Students Engaging in Violent Crime

Students in New Haven, Conn., will be suspended or expelled if they commit a violent crime anywhere in the community, under a new policy set by Superintendent John Dow Jr.

Mr. Dow has ordered school principals to monitor police reports and suspend for 10 days any student accused of engaging in violent crime.

During the suspension period, school officials will investigate the incident to determine whether the student should be permanently expelled, according to Rosa Quezada, deputy superintendent.

Under the policy, officials will have the authority to suspend or expel students regardless of whether they are formally arrested, indicted, or convicted of a crime.

Ms. Quezada said the policy was issued in response to a shooting incident last month, in which a student was wounded by a bullet apparently aimed at an alleged student drug dealer.

The purported drug dealer was the first person suspended under the new directive. His assailant remains at large.

The superintendent said the new measure was necessary to "make sure schools were not a sanctuary" for violent criminals.

The policy could be challenged in court, however. Connecticut Civil Liberties Union officials have argued that it violates students'-constitutional right of due process.

Foundation Aids Philadelphia In High-School Restructuring

The Pew Charitable Trusts has awarded $447,000 to the School District of Philadelphia to help the district restructure its 21 comprehensive high schools.

Under the grant, the district will create an independent organization to begin planning the proposed restructuring. The new group, which is expected to consult with nationally known educators, will be headed by Janis Somerville, formerly the district's planning director.

Superintendent of Schools Constance E. Clayton announced last January that improvements in the high schools, which have been plagued with high dropout rates and low achievement levels, would be her top priority. At the time, she appointed task forces to consider such changes as smaller classes and instructional techniques that would help students and teachers work more closely together.

While the initial five-month grant will enable the district to plan its changes, Pew officials intend to continue their "long-term support" of the Philadelphia schools, according to a spokesman for the foundation.

Three AIDS Carriers Win $1.1-Million School Settlement

Three brothers who were denied access to their Florida school because of their exposure to the AIDS virus will receive nearly $100,000 each over 10 years, as part of a $1.1-million settlement with the school district.

Ricky, Robert, and Randy Ray, who were exposed to the virus during treatment for hemophilia, were refused admission to the Memorial Elementary School in Arcadia, Fla., in 1986 and 1987. In August 1987, the boys attended school under a federal court order, but the family fled to Sarasota after parents of other students staged a boycott and their house was burned by an unknown arsonist.

Under the terms of their agreement with the DeSoto County school district, the boys will each receive $820 a month for 10 years. The boys' parents each will receive at least $300 monthly for 30 years, and an immediate $50,000 cash payment. The settlement also includes attorneys' fees and court costs.

A lawyer for the Ray brothers described the settlement as the largest ever made for an AIDS civil-rights case.

DeKalb Teachers Reassigned To Balance Per-Pupil Spending

School officials in DeKalb County, Ga., have reassigned 42 teachers to predominantly black schools in an effort to clear the

Where There's Smoke, There's Teachers

For a group of teachers at the Lincoln (Neb.) High School, the start of school this fall brought a potentially unnerving austerity measure—a districtwide ban on the use of tobacco products in school buildings.

Fortunately for those who blanched at the thought of long, nicotineless work days, though, Jim Stork had spotted a small vacant apartment across the street from the school. For just $225 a month, the social-studies teacher was able to rent a place where devotees of *Nicotiana tabacum* could find mid-day refuge.

So far, more than a dozen other teachers and paraprofessionals have joined Mr. Stork in sharing the rent on his smokers' hideaway. In fact, he said, four of those in the group are nonsmokers, who have joined to protest the district ban.

But Mr. Stork conceded that the ban was probably imposed with good reason. While the teachers' lounge at his school was big enough to be divided into smoking and nonsmoking sides, he said, smaller schools in the district could not provide adequate space for smokers. "Perhaps because of that," Mr. Stork surmised, "the district opted to totally ban smoking."

Principal Sam Nelson has not opposed the hideaway, Mr. Stork said, adding that the principal "probably feels that as long as teachers continue to do their jobs well, it's not a problem."

The apartment never gets excessively thick with smoke, Mr. Stork reported, since only three or four people are there at any given time because of staggered lunch hours. And, it goes without saying, the windows are kept as wide open as possible. —J.W.

Peter Steiner

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1 in 9 Said To Use Private Coaching for S.A.T.

By Mark Walsh

Only one in nine high-school students uses outside coaching courses to prepare for the Scholastic Aptitude Test, but those who do so rate them as helpful in raising scores, according to a new survey by the College Board.

Most students use free or low-cost methods to prepare for the college-admissions test, the survey suggests, with an increasing number turning to special courses offered in their own high schools.

Almost half of the schools whose students participate in the test now offer some form of preparation course, the study found.

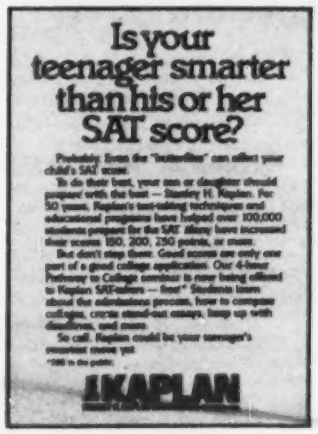
Though the College Board, which administers the S.A.T., has viewed the coaching enterprise with disfavor, the growing selectivity of top colleges and universities has persuaded increasing numbers of parents and students to spend hundred of dollars to boost scores through private tutoring or courses offered by such commercial concerns as the Princeton Review and Stanley H. Kaplan Educational Centers.

In its study, the College Board surveyed a representative sample of high schools offering the S.A.T. and students who had taken it. Among the findings were the following:

- Eleven percent of the students used test-preparation courses offered outside the school, spending a median of 21 hours on such activities. Fifteen percent attended a test-preparation program given in their schools.
- While 72 percent of students had read the College Board's free informational booklet, "Taking the S.A.T.," many also reported going beyond that. Forty-one percent said they had used commercial test-preparation books, and 16 percent said they had used computer-software coaching aids.
- Although the College Board does not recommend the coaching courses, most students who had used them said they believed the courses helped raise their scores on the tests of mathematics and verbal skills.

Fifty-one percent of those who took the outside courses said they helped "a lot" on the verbal portion of the test, while 30 percent said such courses helped at least some. Fifteen percent said they helped little and 4 percent were uncertain.

The students' ratings, the study points out, are based on personal impressions, and not on actual scores.



Students who use commercial firms say they are effective.

No other preparation method was rated as highly by students as the commercial coaching courses.

Familiarity or Higher Scores?

Among the high schools responding, 47 percent reported that they offered some form of S.A.T. preparation class. Half of the public schools and 38 percent of the private schools said they offered such classes. Most were offered as an extracurricular activity, although about 20 percent were provided for elective-course credit.

Most of the high-school programs were free; 24 percent charged fees ranging from $10 to $40.

The main objective of the high-school courses was to increase students' familiarity with the S.A.T., according to the study, but three out of four schools listed the improvement of scores as a primary objective.

Many schools had developed their own instructional materials; others relied on books, practice tests, and audiovisual materials from the College Board or other organizations.

The National Association of Secondary School Principals, for example, offers books and videotapes to schools. These are intended, an official said, to improve the cognitive skills emphasized in the test.

"We are not so bold as to say to the schools, 'Use this program and improve your S.A.T. scores,' " said Thomas Koerner, an editor with NASSP. "We're not teaching the test, we're teaching the skills."

However, a sales brochure for the materials is titled, "A Program to Improve S.A.T. Scores."

DATABANK

Average S.A.T. Scores by State, 1978 and 1983-1988

State	1978		1983		1984		1985		1986		1987		1988		% of Graduates Taking S.A.T.*
	V	M	V	M	V	M	V	M	V	M	V	M	V	M	
Alabama	438	469	466	508	467	503	481	513	476	514	478	515	480	520	9
Alaska	458	485	437	466	443	471	446	477	445	479	445	479	441	475	43
Arizona	492	529	465	505	469	509	473	512	466	509	463	505	455	500	22
Arkansas	483	514	482	518	482	521	481	517	482	519	480	521	479	516	7
California	427	466	421	474	421	476	424	480	423	481	424	482	424	484	44
Colorado	473	516	469	520	468	514	473	521	466	514	466	514	460	511	29
Connecticut	438	489	433	485	436	488	440	475	440	474	439	473	436	472	81
Delaware	436	477	433	467	433	469	444	474	442	475	440	470	433	466	62
Florida	428	461	423	464	423	467	421	463	426	469	423	470	422	468	49
Georgia	394	424	390	428	392	430	399	436	402	440	400	440	404	444	63
Hawaii	398	468	393	471	395	474	401	476	403	477	404	477	408	480	52
Idaho	488	521	479	513	480	512	472	510	475	512	473	502	467	501	16
Illinois	463	511	462	517	463	518	466	522	466	519	463	521	464	520	18
Indiana	413	457	410	454	410	454	415	460	415	459	415	459	412	458	55
Iowa	516	569	520	573	519	570	521	576	519	576	515	574	513	577	5
Kansas	503	550	498	540	502	549	504	550	498	544	498	547	494	541	10
Kentucky	473	510	475	513	479	518	491	529	483	519	479	519	475	515	10
Louisiana	464	501	469	502	472	508	473	503	474	507	473	509	476	513	10
Maine	429	467	427	464	429	463	432	466	434	466	433	465	430	466	59
Maryland	431	466	427	466	429	468	435	475	436	475	437	477	433	475	60
Massachusetts	430	485	427	483	429	487	434	472	436	473	435	474	432	474	73
Michigan	459	511	458	511	461	515	467	517	462	514	458	513	457	513	13
Minnesota	497	560	482	536	481	539	481	537	482	540	472	531	470	531	17
Mississippi	476	505	474	507	480	512	489	528	485	516	487	521	482	519	4
Missouri	485	506	486	510	489	512	475	518	476	519	474	518	471	519	14
Montana	493	549	480	535	490	544	492	547	485	541	479	530	471	529	20
Nebraska	484	538	494	546	493	548	497	549	493	549	486	545	487	545	10
Nevada	457	494	441	480	442	489	441	480	445	485	439	484	440	486	24
New Hampshire	446	486	444	481	448	483	450	489	450	485	450	488	446	487	66
New Jersey	419	451	418	455	418	458	425	464	424	465	425	467	424	469	69
New Mexico	485	524	484	519	487	527	484	521	489	527	484	525	478	524	12
New York	431	471	422	466	424	470	427	473	427	471	425	469	420	469	72
North Carolina	390	424	394	431	395	432	396	435	399	436	400	438	401	440	58
North Dakota	510	552	505	560	500	554	513	568	506	556	509	558	496	555	5
Ohio	459	504	458	504	460	508	460	504	460	503	455	499	452	499	23
Oklahoma	483	527	489	521	484	525	497	531	487	521	486	520	483	522	9
Oregon	437	469	432	469	435	472	444	484	444	486	444	484	441	482	50
Pennsylvania	427	467	425	461	425	462	428	465	429	465	428	463	424	462	63
Rhode Island	425	463	422	459	424	461	429	466	432	466	433	465	431	469	64
South Carolina	378	409	383	415	384	419	391	424	395	431	397	435	400	438	57
South Dakota	519	564	517	560	520	566	534	575	531	567	513	563	511	559	6
Tennessee	477	514	483	519	486	523	489	521	488	521	487	524	485	524	13
Texas	425	480	412	483	413	483	419	489	419	488	416	489	417	492	45
Utah	516	564	508	545	503	542	511	543	506	541	503	540	498	536	6
Vermont	434	473	434	472	437	470	441	478	442	474	440	474	437	472	64
Virginia	428	462	427	463	426	466	435	473	435	473	434	473	430	472	63
Washington	484	525	483	510	483	506	485	508	481	502	455	496	448	494	37
West Virginia	465	506	466	512	466	510	468	507	462	502	458	496	451	496	14
Wisconsin	479	540	473	533	475	532	477	534	478	536	475	534	473	534	14
Wyoming	498	542	492	530	489	545	495	539	484	534	483	533	474	527	12

V = Verbal M = Math

* Based on number of high-school graduates in 1988 as projected by the Western Interstate Commission for Higher Education, and number of students in the Class of 1988 who took the S.A.T.

SOURCE: The College Board

NEWS IN BRIEF

California Special-Ed. Bill Signed, but Others Vetoed

Gov. George Deukmejian of California has signed a bill that will reauthorize the state's special-education program, but he vetoed another that would have reauthorized five other categorical programs that have expired under the state's "sunset" law.

The Governor's signature on SB 2059 will restore the state's authority to regulate special-education programs between Jan. 1, 1989, and June 30, 1993. The regulations for the program expired this past summer.

Special education would also have been reauthorized under the vetoed bill, AB 1783, which sought to restore six of the programs that have expired, including gifted and talented education, the Miller-Unruh reading program for early elementary grades, school-improvement planning grants, economic impact aid, and Indian early-childhood education.

Governor Deukmejian and Republican legislative leaders have consistently opposed efforts to reauthorize the programs in a package, rather than singly. Lawmakers are expected to sustain the veto.

The Governor also signed bills that will require sex-education courses in the state to stress abstinence and provide tax credits to businesses offering child care to workers.

He vetoed bills that would have required the state to develop a high-school course on human relations and grant automatic cost-of-living increases to child-care programs.

■ **The West Virginia Board of Education has challenged the constitutionality of a new legislative oversight commission** that has the authority to review board policies and recommend whether lawmakers should reject them.

In papers filed with the state supreme court on Sept. 27, the board argued that the creation of the new panel violates the constitutional principle of separation of powers, said Carolyn Spangler, a spokesman for the education department.

The Legislative Oversight Commission on Education Accountability, which is composed of three senators, three delegates, and the leaders of both chambers, was authorized under a wide ranging school-reform bill passed by lawmakers last July. According to Ms. Spangler, board members "feel if the commission is allowed to stand, they would be powerless."

■ **New Jersey's highest court has been asked to assume immediate jurisdiction over a suit that seeks to strike down the state's school-finance system.**

"Schoolchildren must not be held as innocent pawns to a process that has gone on too long already," said Senator Matthew Feldman, chairman of the Senate Education Committee and the Joint Committee on the Public Schools. The joint panel sent a letter to the high court recently asking it to waive intermediate steps in the appeals process and review an administrative law judge's Aug. 25 ruling that the system fails to provide a "thorough and efficient" education to urban schoolchildren.

Marilyn J. Morheuser, the lawyer for the children who filed the suit, said she planned to file a similar motion with the high court last week.

N.Y. Plan Aims at Failing Schools

Continued from Page 12

does not have "a bottom line."

"It simply is not fair that, if a child lives in a certain neighborhood, they are required, according to compulsory-education laws, to attend a school that is not meeting their needs," he said.

'Bottom Line'

The deputy commissioner said that Mr. Sobol does not intend to force failing schools to close. But, under the proposed plan, if a sufficient number of parents exercise their right to move their children to another school, the unregistered school could be forced to close due to declining enrollment.

Mr. Meno said the proposals could be implemented by the state board without lawmakers' approval. But some legislators last week took issue with that position.

Jocelyn Dax, education adviser to the Assembly's education committee, said the legislature would take a close look at the proposal.

"We would be concerned about implementing any kind of voucher system," she said. "That strikes a red flag for us."

James Ruhl, an associate program secretary for the state Senate, added that even if the board did have the power to authorize the changes, funding would still have to be approved by the legislature.

The Board of Regents is scheduled to vote on the proposal in either December or January.

Proposed Children's 'Bill of Rights'

The following is the text of the proposed "Bill of Rights for Children: An Education Charter for the Decade of the Child," as drafted by Thomas Sobol, commissioner of education for New York State.

All children have the right to:

- A healthy, secure, nurturing infancy and early childhood;
- A free, sound, basic education;
- An education appropriate for his or her needs;
- An education which respects their culture, race, socioeconomic background, and the language of their home;
- Schools and educational programs which are effective;
- Educational programs which prepare them for jobs, for college, for family life, and for citizenship in a democracy;
- The resources needed to secure their educational rights;
- Pursue their education in school buildings which are clean, safe, and in good repair;
- Pursue their education without fear;
- An education which involves responsibilities as well as rights.

DATABANK

State Accountability Systems

In compiling its recently released report, "Creating Responsible and Responsive Accountability Systems," the U.S. Education Department found that the states vary widely in the types of performance data they collect and how they use the information. While in most states the state government has the primary responsibility for collecting and reporting such data, for example, in others, that is the responsibility of local school districts.

According to the report, only 23 states go beyond test scores to include such indicators as student and school characteristics in measuring school performance. Twenty-six states link the performance data to actions aimed at improving schools, such as rewards for high-performing schools and sanctions for those that perform poorly.

The following chart, based on a survey by the Council of Chief State School Officers, is, according to the former assistant secretary of education, Chester E. Finn Jr., an attempt to "name names" and illustrate for the first time the kind of accountability system each of the states uses.

State	Is the system state, local, or mixed state and local?	Is there a comprehensive system of indicators?	What types of tests are used?	Does state publicly report data on schools, districts, the state?			Does state report comparisons or in a form that allows comparisons?	Are data reported in context of demographic factors?	Does performance trigger rewards, sanctions, or other consequences?
				Public Report					
	Level	Indicator System	Test Type	School	District	State	Compare	Context	Policy Links
Alabama	state	no	both	yes	yes	yes	yes	no	no
Alaska	none	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Arizona	state	no	achievement	yes	yes	yes	yes	no	no
Arkansas	state	no	both	no	yes	yes	yes	yes	yes
California	mixed	yes	both	yes	yes	yes	yes	yes	yes
Colorado	mixed	yes	achievement	no	yes	yes	yes	yes	no
Connecticut	state	yes	achievement	no	yes	yes	yes	yes	yes
Delaware	state	no	achievement	yes	yes	yes	yes	no	no
District of Columbia	state[1]	no	both	yes	yes	yes[1]	yes	no	yes
Florida	state	yes	both	yes	yes	yes	yes	yes	yes
Georgia	state	no	both	yes	yes	yes	yes	yes	yes
Hawaii	state[1]	yes	both	yes	yes	yes[1]	yes	yes	yes
Idaho	state	no	achievement	no	no	no	no	no	no
Illinois	mixed	yes	achievement	yes	yes	yes	yes	no	yes
Indiana	state	yes	both	yes	yes	yes	yes	yes	yes
Iowa	none	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kansas	state	yes	achievement	no	yes	yes	no	yes	no
Kentucky	state	yes	both	yes	yes	yes	yes	yes	yes
Louisiana	state	no	both	yes	yes	yes	yes	yes	yes
Maine	state	no	achievement	yes	yes	yes	yes	no	no
Maryland	state	no	both	yes	yes	yes	yes	no	no
Massachusetts	state	no	both	yes	yes	yes	yes	yes	yes
Michigan	state	no	achievement	yes	yes	yes	yes	no	yes
Minnesota	local	no	achievement	no	yes	yes	yes	no	yes
Mississippi	state	yes	both	yes	yes	yes	yes	yes	yes
Missouri	state	no	both	no[2]	yes	yes	no	no	no
Montana	none	no	achievement[3]	no	no	no	N/A	N/A	N/A
Nebraska	none	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nevada	state	yes	both	no	yes	yes	yes	no	no
New Hampshire	state	no	achievement	no	no	no	yes	no	no
New Jersey	state	no	both	yes	yes	yes	yes	yes	yes
New Mexico	mixed	yes	both	no	no	yes	yes	yes	yes
New York	state	yes	both	yes	yes	yes	yes	no	yes
North Carolina	state	no	both	yes	yes	yes	yes	yes	yes
North Dakota	none	no	achievement[3]	no[2]	no[2]	yes	yes	no	no
Ohio	mixed	yes	both	yes	yes	yes	no	no	no
Oklahoma	state	no	achievement	no	yes	yes	yes	no	yes
Oregon	mixed	yes	both	no	no	yes	no	no	no
Pennsylvania	state	yes	both	yes	yes	yes	yes	yes	yes
Rhode Island	state	yes	achievement	yes	yes	yes	yes	no	no
South Carolina	state	yes	both	yes	yes	yes	yes	yes	yes
South Dakota	state	no	achievement	no	no	no	no	no	no
Tennessee	state	no	both	no	yes	yes	yes	no	no
Texas	state	yes	both	yes	yes	yes	yes	yes	yes
Utah	mixed	yes	both	no	no	yes	yes	yes	no
Vermont	local	yes	competency	no	no	N/A	N/A	no	no
Virginia	state	no	both	no	yes	yes	yes	no	yes
Washington	state	yes	achievement	no	yes	yes	yes	yes	yes
West Virginia	mixed	yes	both	no	yes	yes	yes	no	no
Wisconsin	mixed	no	both	no	no	yes	no	no	no
Wyoming	state	no	achievement	no	no	yes	no	no	no
Totals:	S=35 L=2 M=9 none=5	yes=23 no=25 N/A=3	A=18 C=1 both=29 N/A	yes=25 no=23 N/A=3	yes=37 no=11 N/A=3	yes=43 no=4 N/A=4	yes=38 no=8 N/A=5	yes=21 no=26 N/A=4	yes=25 no=22 N/A=4

SOURCE: Council of Chief State School Officers 1987 Survey and related state documents.

[1] The District of Columbia and Hawaii each operate a single system in which the state and the district are the same.
[2] Missouri and North Dakota send school-level (plus North Dakota district-level) data to parents but not to the press.
[3] Montana and North Dakota offer local districts the option of using a state achievement test.